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ABSTRACT

Alumni impressions of the degree to which their college educations contributed to their personal growth in a number of outcome areas were assessed, in 1980-81 based on data collected at 36 colleges and universities. A total of 7,330 alumni records were examined, and the respondents ranged in age from 20 through over 65 years old, with a median age of 26.2 years. Respondents from public colleges accounted for 71.8 percent of the sample, while those from private colleges represented 28.2 percent. The large majority were enrolled primarily as full-time, in-state students. Using the American College Testing Program Alumni Survey, which is appended, it was found that alumni felt that their college educations contributed to their personal growth most strongly in areas such as learning on your own, working independently, and organizing your time effectively. These areas appear to be related to general learning skills, rather than areas related to specific academic subjects on skills. It is suggested that this finding tends to support the contention that college offers more than simple training in specific subject areas. The results also appear to indicate that students with different academic majors feel very differently about the outcomes of their programs. These differences are most pronounced in the scientific and mathematics-related outcome areas. The response differences between public college and private college alumni were less distinct than the differences among major areas. However, while private college respondents tended to rate their college experiences higher overall, public college alumni were more positive in their responses to the mathematics and science-related outcome areas. A bibliography is appended. (SW)

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THE PERCEIVED OUTCOMES OF HIGHER EDUCATION

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the Twenty-First Annual Forum of the Association for Institutional Research held at the Leamington Hotel in Minneapolis, Minnesota, May 17-20, 1981. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

Mary Corcoran
University of Minnesota
(Editor, AIR Forum Publications)

INTRODUCTION

Until recently, the American public tended to accept the value of a post-secondary education without question. Individuals who attended college typically obtained better jobs, were paid more, often became community leaders, and were generally considered to be "educated" persons. Since the financial benefits of a college education could be demonstrated, the affective outcomes of this education were seldom questioned.

Recent economic, political and educational trends have disturbed the public confidence in higher education. Many college graduates have had difficulty in finding employment, and a significant number have accepted relatively low-paying jobs. New postsecondary programs have prompted questions about the purpose and objectives of higher education. With more individuals attending college, the goals and outcomes of education have received increasing critical attention. Terms such as "accountability" and "educational impact" are frequently used when discussing the value of postsecondary educational programs. As a result of these trends, colleges are frequently called on to examine the outcomes of post-secondary education in a more detailed and comprehensive manner.

Perhaps the most appropriate point at which an institution may begin a study of its educational outcomes is with an examination of those individuals who have completed postsecondary degrees--the alumni of the institution. MacLean (1941) expressed the need to study alumni in the following manner:

> The alumni and ex-students are our product. Only from them can we learn what they got from us, what we did to and for them that was right, wrong, of consequence, of inconsequence, fruitful or wasteful. Only by learning these things can we realize the program of higher education in America so that it may function, be effective, and win continued support. Only thus can we learn what to cut out of present programs and what to put into future ones.

In a more recent study, Toombs (1973) again emphasized the importance of alumni input in the study of the collegiate experience. In this study Toombs

argued that colleges must consider the employment prospects of its alumni when institutional programs are designed. The Iowa Department of Public Instruction has also recognized the need to include alumni information in the planning and evaluation of institutional programs, and has recently attempted to collect data for this purpose. In 1976, the Iowa Department of Public Instruction contracted with the American College Testing Program (ACT) to conduct a pilot study of employers attitudes regarding the vocational competency of recent vocational/technical school graduates. A more comprehensive study, involving a much larger number of graduates and employers is currently underway.

In addition to the Iowa studies, numerous alumni studies have been conducted. Pace (1941) conducted an extensive alumni survey dealing with job satisfaction, personal experiences, and personal opinions. Pace argued that: "Through a knowledge of the adult activities and needs of former students, the education of present students can be shaped more directly to meet the needs likely to characterize them as young adults." Bogue (1975) proposed that the state of Tennessee conduct a study of recent graduates of state institutions, and argued that: "One of the most valuable sources of data available to colleges and universities on their performance is that provided by former graduates." The Tennessee Higher Education Commission subsequently conducted a survey of approximately 2,000 college graduates. Kapes (1978) studied the attitudes of employers regarding the competency of vocational/technical graduates in Pennsylvania. He found that Pennsylvania vocational/technical graduates appear to possess adequate job competencies, but should "be taught more personal relations skills and better job attitudes."

The purpose of this paper is to present a composite of the results of a number of individual studies which attempted to explore the outcomes of post-secondary education as perceived by college alumni. The paper deals primarily

with alumni impressions of the degree to which their college educations contributed to their personal growth in a number of outcome areas.

METHOD

Participants

Data for this paper were collected between January 1, 1980 and April 1, 1981 at 36 colleges and universities located throughout the United States. (Most of the participating institutions were located in the East and Midwest.) These institutions were not selected in a random manner; all institutions that voluntarily used the ACT Alumni Survey during 15 months time period indicated above were included in the study. The 36 colleges and universities included both public and private institutions offering degrees ranging from Associate of Arts through Doctor of Philosophy.

Each institution mailed the survey instruments to a sample of its recent alumni, and subsequently returned the forms to ACT for scanning and report preparation. The median response rate obtained by the 36 colleges and universities was approximately 60%. A total of 9640 alumni records were obtained in this manner, however, since the records from two institutions accounted for over 35% of the total number, 2310 records were randomly deleted to assure that no individual institution's data represented more than 10% of the total. In this manner, a total of 7330 alumni records were identified for inclusion in the study.

The alumni that responded to the survey ranged in age from 20 through "over 65" with a median age of 26.2 years. Men constituted 43.8% of the respondents, while women represented 56.2% of the total number. Respondents from public and private institutions accounted for 71.8% and 28.2% of the total sample, respectively. Over 92% of the respondents indicated they had been enrolled primarily as full-time students, and 87% indicated that they had been classified as "in-state" students.

Instrumentation

All data for the study were obtained using the ACT Alumni Survey (a copy of the instrument is attached to this paper). The instrument is a 4-page, optically scannable questionnaire containing a variety of items dealing with college experiences, employment history, current activities and demographic/background information. The instrument was designed to be administered to recent college alumni, and is intended "to assist postsecondary institutions in collecting alumni data to be used in institutional planning and development". The instrument contains 7 sections including sections for current mailing addresses, comments and suggestions, and additional questions designed by the institution. Without the additional questions the instrument requires approximately 20 minutes to complete. Each instrument was mailed with an institutional cover letter and a self-addressed, postage-paid return envelope.

The section of the instrument dealing with college experiences (Section III, Item I) provided the data presented in this paper. This section lists 24 areas of personal growth which are often claimed to be outcomes of postsecondary education. (These 24 outcome areas are presented in Table 1.) The alumni were asked to indicate the degree to which their college educations contributed to their personal growth in each of the 24 areas. Possible responses included "Very Much", "Somewhat", and "Very Little".

Procedures

Each institution that administered the ACT Alumni Survey identified the alumni to whom the instruments were mailed, conducted the mailing, and undertook any follow-up activities that college personnel elected to employ. The completed instruments were then sent to ACT for scanning and report preparation. The history file containing all alumni records scored by ACT between January 1, 1981, and April 1, 1981 served as the source of data for this study.

Data were analyzed for the total group of respondents and by major areas, type of institution (public vs private), sex, racial group, and number of years since graduation. In particular, the following subgroups of respondents were identified for analysis:

- Physical Science Majors (including Biological Science, Mathematics, Chemistry, Physics, Computer Science, Engineering, and other related sciences) N = 849
- Social Science Majors (including Fine Arts, Applied Arts, Foreign Languages, Letters, Community Services, Social Services, and other related areas) N = 2268
- Business and Commerce Majors N = 891
- Education Majors N = 1820
- Health Profession Majors N = 768
- Public College Alumni N = 5264
- Private College Alumni N = 2066
- Males N = 3195
- Females N = 4095
- Recent Alumni (0-4 years since graduation) N = 4831
- Older Alumni (5 or more years since graduation) N = 2465
- White Students N = 6892
- All Minorities N = 288

The primary statistical method used in the study involved the simple ranking of outcome areas by the percentage of students selecting either the "Very Much" or the "Very Little" response to each area (see Tables 2 through 10).

Additional analyses, employing the x^2 goodness-of-fit statistic and the test for differences between two proportions, were conducted to explore the differences in responses for the various subgroups listed above.

RESULTS

Rankings of the 24 outcome areas by the percentages of all respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area, are presented in Tables 2 and 3. The first four outcome areas listed in Table 2 ("Very Much" contribution to personal growth) include Working independently, Learning on your own, Persisting at difficult tasks and Organizing your time effectively. The outcome areas which respondents felt were least influenced by their college educations (Table 3) included Managing personal/family finances, Understanding and applying mathematics in your daily activities and Understanding consumer issues.

Tables 4 through 8 present the rankings of the 10 highest outcome areas in terms of the percentage of "Very Much" and "Very Little" responses, for the five subgroups based on college major. For the Physical Sciences and Health Profession subgroups, the outcome area with the highest rating was Understanding and applying scientific principles and methods. For the other three subgroups based on college major, the outcome area with the highest rating was Working independently. The outcome areas which respondents felt were least influenced by their college educations included Understanding consumer issues (Physical Science Majors), Understanding and applying mathematics in your daily activities (Social Science and Education Majors), Caring for your own physical and mental health (Business Majors) and Managing personal/family finances (Health Profession Majors).

Tables 9 and 10 present the rankings of the 10 highest outcome areas in terms of the percentage of "Very Much" and "Very Little" responses, for the public college and private college subgroups. These tables exhibit only minor differences

in the overall rankings for the public and private subgroups. The percentage of respondents providing positive responses was generally higher overall, however, for private college alumni.

Tables 11 through 14 provide comparisons among the various college major area subgroups and between the public and private college subgroups. Outcome areas which exhibited the largest differences for the major area subgroups included Understanding and applying scientific principles and methods, Understanding and appreciating the arts, Understanding and applying mathematics in your daily activities, Understanding consumer issues, and Managing personal/family finances. The areas which exhibited the largest differences between public and private college alumni were Understanding different philosophies and cultures and Understanding and appreciating the arts.

The analysis of the male and female subgroups revealed few differences in the overall rankings of the outcome items. The female subgroup, however, had significantly ($p < .001$) higher percentages of "Very Much" responses for six outcome areas:

- Caring for your own physical and mental health.
- Working cooperatively in a group.
- Organizing your time effectively.
- Planning and carrying out projects.
- Leading/guiding others.
- Understanding and appreciating the arts.

The male subgroup had significantly ($p < .001$) higher percentages of "Very Much" responses in three outcome areas:

- Understanding graphic information.
- Understanding and applying scientific principles and methods.
- Understanding and applying mathematics in your daily activities.

As was the case for the male and female subgroups, the analysis for the recent alumni and older alumni subgroups revealed few differences in the rankings of outcome areas. There were a number of areas, however, in which the recent alumni group selected a significantly higher percentage of "Very Much" responses:

- Writing effectively.
- Managing personal/family finances.
- Understanding consumer issues.
- Caring for your own physical and mental health.
- Understanding the interaction of man and the environment.

The analysis by racial group revealed very few significant differences due to the small number (N = 288) of minority group alumni included in the sample. Two areas in which minority group alumni selected a significantly higher percentage of "Very Much" responses were:

- Using the library.
- Understanding consumer issues.

The minority subgroup selected significantly fewer "Very Much" responses for the outcome area Understanding and appreciating the arts.

DISCUSSION AND CONCLUSIONS

The data from the study suggest that alumni of postsecondary institutions feel their college educations have contributed to their personal growth most strongly in areas such as Learning on your own, Working independently and Organizing your time effectively. These areas appear to be related to general learning skills, rather than areas related to specific academic subjects on skills. This finding tends to support the contention that college offers more than simple training in specific subject areas.

Due to the noticeable differences among the results for various major-area subgroups, it appears that students with different academic majors feel very differently about the outcomes of their programs. These differences are most pronounced in the scientific and mathematics-related outcome areas. The response differences between public college and private college alumni are less distinct than the differences among major areas. Nevertheless, while private college respondents tended to rate their college experiences higher overall, public college alumni were more positive in their responses to the mathematics and science-related outcome areas.

While significant differences did occur between the race subgroups, sex subgroups and subgroups based on the number of years since graduation, many of these differences appear to be related to the different academic areas with which these groups are affiliated. Further research (including analysis with covariates) is needed in these areas.

TABLE 1

AREAS OF EDUCATIONAL GROWTH INCLUDED IN THE ACT ALUMNI SURVEY

1. Writing effectively.
2. Speaking effectively.
3. Understanding written information.
4. Working independently.
5. Managing personal/family finances.
6. Learning on your own.
7. Understanding graphic information.
8. Using the library.
9. Following directions.
10. Understanding consumer issues.
11. Caring for your own physical and mental health.
12. Working cooperatively in a group.
13. Organizing your time effectively.
14. Recognizing your rights, responsibilities, and privileges as a citizen.
15. Planning and carrying out projects.
16. Understanding and applying mathematics in your daily activities.
17. Understanding different philosophies and cultures.
18. Persisting at difficult tasks.
19. Defining and solving problems.
20. Understanding the interaction of man and the environment.
21. Leading/guiding others.
22. Recognizing assumptions, and making logical inferences, and reaching correct conclusions.
23. Understanding and appreciating the arts.
24. Understanding and applying scientific principles and methods.

TABLE 2

Percentage of respondents indicating that their college educations contributed "Very Much" to their personal growth in each outcome area.

% "Very Much"	Outcome Area
54.1	Working independently.
51.0	Learning on your own.
45.0	Persisting at difficult tasks.
43.1	Organizing your time effectively.
40.7	Understanding written information.
40.2	Planning and carrying out projects.
40.0	Defining and solving problems.
37.8	Working cooperatively in a group.
37.6	Using the library.
34.9	Understanding different philosophies and cultures.
34.3	Recognizing assumptions, and making logical inferences, and reaching correct conclusions.
33.6	Leading/guiding others.
32.3	Understanding and appreciating the arts.
30.6	Writing effectively.
30.6	Speaking effectively.
29.3	Following directions.
27.7	Caring for your own physical and mental health.
27.6	Understanding the interaction of man and the environment.
27.5	Understanding and applying scientific principles and methods.
21.1	Understanding graphic information.
20.2	Recognizing your rights, responsibilities, and privileges as a citizen.
16.7	Managing personal/family finances.
15.5	Understanding and applying mathematics in your daily activities.
13.7	Understanding consumer issues.

TABLE 3

Percentages of respondents indicating that their college educations contributed "Very Little" to their personal growth in each outcome area.

% "Very Little"	Outcome Area
48.1	Managing personal/family finances.
47.6	Understanding and applying mathematics in your daily activities.
47.3	Understanding consumer issues.
35.8	Recognizing your rights, responsibilities, and privileges as a citizen.
33.3	Caring for your own physical and mental health.
29.5	Understanding and applying scientific principles and methods.
29.0	Understanding graphic information.
28.3	Understanding and appreciating the arts.
26.3	Understanding the interaction of man and the environment.
22.7	Understanding different philosophies and cultures.
21.8	Following directions.
21.0	Leading/guiding others.
20.1	Writing effectively.
19.2	Using the library.
18.8	Speaking effectively.
15.1	Working cooperatively in a group.
14.7	Organizing your time effectively.
14.1	Recognizing assumptions, and making logical inferences, and reaching correct conclusions.
11.8	Planning and carrying out projects.
11.7	Understanding written information.
11.7	Persisting at difficult tasks.
10.9	Defining and solving problems.
10.3	Working independently.
9.7	Learning on your own.

TABLE 4

PHYSICAL SCIENCE MAJORS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
63.0	Understanding and applying scientific principles and methods.
55.4	Working independently.
55.4	Learning on your own.
51.4	Defining and solving problems.
45.9	Persisting at difficult tasks.
44.9	Recognizing assumptions, and making logical inferences, and reaching correct conclusions.
44.1	Organizing your time effectively.
43.3	Understanding written information.
37.2	Planning and carrying out projects.
34.9	Understanding and applying mathematics in your daily activities.

% "Very Little"	Outcome Area
55.7	Understanding consumer issues.
46.1	Managing personal/family finances.
40.0	Recognizing your rights, responsibilities, and privileges as a citizen.
35.5	Caring for your own physical and mental health.
26.7	Understanding and applying mathematics in your daily activities.
24.5	Leading/guiding others.
23.7	Understanding and appreciating the arts.
22.4	Following directions.
22.4	Speaking effectively.
21.6	Writing effectively.
21.6	Using the library.

TABLE 5

SOCIAL SCIENCES MAJORS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
56.7	Working independently.
52.0	Learning on your own.
49.1	Understanding different philosophies and cultures.
47.7	Persisting at difficult tasks.
45.1	Understanding written information.
43.8	Understanding and appreciating the arts.
42.9	Planning and carrying out projects.
41.3	Organizing your time effectively.
41.0	Using the library.
40.0	Defining and solving problems.

% "Very Little"	Outcome Area
65.9	Understanding and applying mathematics in your daily activities.
54.1	Managing personal/family finances.
51.4	Understanding consumer issues.
42.2	Understanding and applying scientific principles and methods.
37.4	Caring for your own physical and mental health.
33.5	Recognizing your rights, responsibilities, and privileges as a citizen.
32.0	Understanding graphic information.
24.0	Following directions.
23.0	Understanding the interaction of man and the environment.
21.3	Leading/guiding others.

TABLE 6

BUSINESS MAJORS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
53.3	Working independently.
49.0	Learning on your own.
42.0	Defining and solving problems.
39.6	Persisting at difficult tasks.
39.6	Understanding written information.
38.4	Organizing your time effectively.
37.6	Working cooperatively in a group.
37.4	Managing personal/family finances.
37.0	Planning and carrying out projects.
34.9	Writing effectively.

% "Very Little"	Outcome Area
40.2	Caring for your own physical and mental health.
37.1	Understanding and appreciating the arts.
32.9	Understanding and applying scientific principles and methods.
31.3	Recognizing your rights, responsibilities, and privileges as a citizen.
31.0	Understanding the interaction of man and the environment.
27.6	Understanding different philosophies and cultures.
24.8	Understanding and applying mathematics in your daily activities.
23.9	Understanding graphic information.
23.9	Using the library.
23.7	Leading/guiding others.

TABLE 7

EDUCATION MAJORS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
53.7	Working independently.
50.6	Learning on your own.
47.5	Organizing your time effectively.
45.1	Working cooperatively in a group.
44.6	Planning and carrying out projects.
44.0	Leading/guiding others.
42.7	Persisting at difficult tasks.
40.8	Using the library.
38.7	Understanding and appreciating the arts.
35.4	Understanding written information.

% "Very Little"	Outcome Area
52.7	Understanding and applying mathematics in your daily activities.
51.2	Managing personal/family finances.
48.8	Understanding consumer issues.
36.8	Understanding and applying scientific principles and methods.
36.3	Understanding graphic information.
30.5	Recognizing your rights, responsibilities, and privileges as a citizen.
29.2	Caring for your own physical and mental health.
25.2	Understanding the interaction of man and the environment.
21.5	Following directions.
20.2	Understanding and appreciating the arts.

TABLE 8

HEALTH PROFESSION MAJORS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
58.2	Understanding and applying scientific principles and methods.
54.8	Working independently.
52.1	Learning in your own.
49.0	Persisting at difficult tasks.
46.4	Defining and solving problems.
45.2	Organizing your time effectively.
43.9	Caring for your own physical and mental health.
38.9	Understanding written information.
38.2	Using the library.
37.4	Working cooperatively in a group.

% "Very Little"	Outcome Area
58.1	Managing personal/family finances.
56.3	Understanding consumer issues.
56.3	Understanding and appreciating the arts.
50.4	Recognizing your rights, responsibilities, and privileges as a citizen.
45.1	Understanding different philosophies and cultures.
38.9	Understanding and applying mathematics in your daily activities.
36.8	Understanding the interaction of man and the environment.
35.0	Writing effectively.
28.9	Speaking effectively.
28.6	Leading/guiding others.

TABLE 9

PUBLIC COLLEGE RESPONDENTS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
52.2	Working independently.
48.9	Learning on your own.
42.3	Persisting at difficult tasks.
42.0	Organizing your time effectively.
39.5	Defining and solving problems.
38.8	Understanding written information.
38.2	Planning and carrying our projects.
37.3	Using the library.
36.6	Working cooperatively in a group.
33.7	Recognizing assumptions, and making logical inferences, and reaching correct conclusions.

% "Very Little"	Outcome Area
47.4	Managing personal/family finances.
44.6	Understanding consumer issues.
44.0	Understanding and applying mathematics in your daily activities.
37.3	Recognizing your rights, responsibilities, and privileges as a citizen.
33.8	Understanding and appreciating the arts.
33.3	Caring for your own physical and mental health.
29.0	Understanding graphic information.
27.5	Understanding the interaction of man and the environment.
26.8	Understanding different philosophies and cultures.
26.8	Understanding and applying scientific principles and methods.

TABLE 10

PRIVATE COLLEGE RESPONDENTS

Outcome areas with the highest percentages of respondents indicating that their college educations contributed "Very Much" or "Very Little" to their personal growth in the area.

% "Very Much"	Outcome Area
59.0	Working independently.
56.3	Learning on your own.
51.6	Persisting at difficult tasks.
50.0	Understanding different philosophies and cultures.
45.8	Organizing your time effectively.
45.5	Understanding written information.
45.5	Understanding and appreciating the arts.
45.5	Planning and carrying out projects.
41.2	Defining and solving problems.
40.9	Working cooperatively in a group.

% "Very Little"	Outcome Area
56.8	Understanding and applying mathematics in your daily activities.
53.9	Understanding consumer issues.
49.7	Managing personal/family finances.
36.3	Understanding and applying scientific principles and methods.
33.3	Caring for your own physical and mental health.
31.8	Recognizing your rights, responsibilities, and privileges as a citizen.
29.0	Understanding graphic information.
23.2	Understanding the interaction of man and the environment.
19.6	Following directions.
18.8	Using the library.

TABLE 11

Outcome areas with the largest variation* by major area in the percent of respondents indicating that their college educations contributed "Very Much" to their personal growth in the area.

Outcome Area	Physical Sciences	Social Sciences	Business	Education	Health Profession
Writing effectively.	24.9	38.8	34.9	29.5	16.5
Speaking effectively.	25.3	37.0	27.5	34.4	17.4
Managing personal/family finances.	15.5	13.3	37.4	14.2	12.2
Understanding graphic information.	31.2	20.3	23.3	13.4	23.7
Understanding consumer issues.	7.9	13.0	33.1	10.3	6.9
Caring for your own physical and mental health.	23.2	23.6	19.6	31.7	43.9
Understanding and applying mathematics in your daily activities.	34.9	5.7	29.0	9.5	16.7
Understanding different philosophies and cultures.	33.9	49.1	28.6	31.6	16.5
Defining and solving problems.	51.4	40.0	42.0	31.6	46.4
Leading/guiding others.	28.0	35.2	26.3	44.0	26.3
Recognizing assumptions, and making logical inferences, and reaching correct conclusions.	44.9	36.6	34.7	26.2	35.9
Understanding and appreciating the arts.	28.9	43.8	20.0	38.7	12.1
Understanding and applying scientific principles and methods.	63.0	14.7	15.3	15.3	58.2
Total Frequencies	849	2268	891	1820	768

*All differences in percentages for various major areas are significant at the .0001 level using a x^2 goodness of fit significance test.

TABLE 12

Outcome areas with the largest variation* by major area in the percent of respondents indicating that their college educations contributed "Very Little" to their personal growth in the area.

Outcome Area	Physical Sciences	Social Sciences	Business	Education	Health Profession
Writing effectively.	21.6	16.5	14.7	17.3	35.0
Managing personal/family finances.	46.1	54.1	22.1	51.2	58.1
Understanding graphic information.	17.3	32.0	23.9	36.3	26.3
Understanding consumer issues.	55.7	51.4	22.8	48.8	56.3
Recognizing your rights, responsibilities, and privileges as a citizen.	40.0	33.5	31.3	30.5	50.4
Understanding and applying mathematics in your daily activities.	26.7	65.9	24.8	52.7	38.9
Understanding different philosophies and cultures.	20.6	13.4	27.6	19.7	45.1
Understanding and appreciating the arts.	23.7	18.1	37.1	20.2	56.3
Understanding and applying scientific principles and methods.	6.9	42.2	32.9	36.8	5.7
Total Frequencies	849	2268	891	1820	768

*All differences in percentages for various major areas are significant at the .0001 level using a x^2 goodness of fit significance test.

TABLE 13

Outcome areas with large significant differences* between the percentages of public college respondents and private college respondents indicating that their college educations contributed "Very Much" to their personal growth in the area.

Outcome Area	Public College Respondents	Private College Respondents
Writing effectively.	28.0	37.4
Speaking effectively.	27.8	37.6
Learning in your own.	48.9	56.3
Planning and carrying out projects.	38.2	45.5
Understanding different philosophies and cultures.	29.0	50.0
Persisting at difficult tasks.	42.3	51.6
Leading/guiding others.	31.6	38.7
Understanding and appreciating the arts.	27.1	45.5
Understanding and applying scientific principles and methods.	29.7	22.2
Total Frequencies	5264	2066

*All differences in percentages are significant at the .0001 level.

TABLE 14

Outcome areas with large significant differences* between the percentages of public college respondents and private college respondents indicating that their college educations contributed "Very Little" to their personal growth in the area.

Outcome Area	Public College Respondents	Private College Respondents
Writing effectively.	22.3	14.5
Understanding consumer issues.	44.6	53.9
Understanding and applying mathematics in your daily activities.	44.0	56.8
Understanding different philosophies and cultures.	26.8	12.3
Understanding and appreciating the arts.	33.8	14.4
Understanding and applying scientific principles and methods.	26.8	36.3
Total Frequencies	5264	2066

*All differences in percentages are significant at the .0001 level.

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LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES

Since we could not list all possible occupations and programs of study, you may not be able to find an exact description of the one that applies to you. If that is the case, you should select a general area—for example, 100 (Agricultural Fields), 200 (Engineering Fields), 220 (Fine and Applied Arts).

If you are completely undecided about your answer, mark 000.

000 Undecided

100 **AGRICULTURE**, general
101 Agricultural Business
102 Agricultural Economics
103 Agricultural and Farm Management (farming and ranching)
104 Agriculture, Forestry, and Wildlife Technologies
105 Agronomy (field crops and crop management)
106 Animal Science (husbandry)
107 Fish, Game, and Wildlife Management
108 Food Science and Technology
109 Forestry
110 Horticulture/Ornamental Horticulture
111 Natural Resources Management (soil conservation)

120 **ARCHITECTURE**, general
121 Architecture Technology
122 City, Community, and Regional Planning
123 Environmental Design, general
124 Interior Design
125 Landscape Architecture

130 **BIOLOGICAL SCIENCES**, general
131 Biology
132 Biochemistry
133 Botany
134 Ecology
135 Microbiology
136 Zoology

140 **BUSINESS AND COMMERCE**, general
141 Accounting
142 Banking and Finance
143 Business Economics
144 Business Management and Administration
145 Food Marketing
146 Hotel and Restaurant Management
147 Labor and Industrial Relations
148 Office Management
149 Marketing and Purchasing (sales and retailing)
150 Real Estate and Insurance
151 Recreation and Tourism
152 Secretarial Studies
153 Transportation and Public Utilities

160 **COMMUNICATIONS**, general
161 Journalism
162 Radio/Television (related to broadcasting)
163 Advertising
164 Library Science

170 **COMPUTER AND INFORMATION SCIENCES**, general
171 Computer Programming
172 Information Systems and Sciences
173 Systems Analysis
174 Data Processing Technology
175 Computer Operating
176 Data Systems Repair

180 **EDUCATION**, general
181 Agricultural Education
182 Art Education
183 Business, Commerce, and Distributive Education
184 Educational Administration
185 Elementary Education
186 English Education
187 Home Economics Education
188 Industrial Arts, Vocational/Technical Education
189 Mathematics Education
190 Music Education
191 Physical Education
192 Postsecondary Education, general
193 Science Education
194 Secondary Education, general
195 Social Science Education
196 Special Education
197 Speech Education
198 Student Guidance and Counseling

200 **ENGINEERING**, general
201 Aerospace, Aeronautical, and Astronautical Engineering
202 Agricultural Engineering
203 Architectural Engineering
204 Chemical Engineering
205 Civil Engineering
206 Electrical, Electronics, and Communications Engineering
207 Environmental and Ecological Engineering
208 Geological Engineering
209 Industrial and/or Management Engineering
210 Mechanical Engineering
211 Metallurgical and Materials Engineering
212 Mining and Mineral Engineering
213 Nuclear Engineering
214 Ocean Engineering
215 Petroleum Engineering

220 **FINE AND APPLIED ARTS**, general
221 Applied Design (ceramics, weaving, commercial art)
222 Art (painting, drawing, sculpture)
223 Art History and Appreciation
224 Dance
225 Dramatic Arts (theater arts)
226 Music (liberal arts)
227 Music (performing, composition, theory)
228 Music History and Appreciation
229 Photography/Cinematography

230 **FOREIGN LANGUAGES**, general
231 French
232 German
233 Italian
234 Latin
235 Spanish
236 Russian

240 **HEALTH PROFESSIONS**, general
241 Dentistry
242 Dental Assistant
243 Dental Hygiene
244 Dental Lab Technology
245 Environmental Health Technologies
246 Medicine, general
247 Medical Assistant or Medical Office Assistant
248 Medical or Laboratory Technology
249 Nursing (registered)
250 Nursing (licensed practical nurse)
251 Occupational Therapy
252 Optometry
253 Pharmacy
254 Physical Therapy
255 Public Health
256 Radiology
257 X-ray Technology
258 Surgical Technology (surgeon's assistant, etc.)
259 Veterinary Medicine

260 **HOME ECONOMICS**, general
261 Clothing and Textiles
262 Consumer Economics and Home Management
263 Family Relations and Child Development
264 Foods and Nutrition (including Dietetics)
265 Institutional Management

270 **LETTERS** (humanities), general
271 Classics
272 Comparative Literature
273 Creative Writing
274 English, general
275 Linguistics
276 Literature, English
277 Philosophy
278 Religion and Theology
279 Speech, Debate, Forensic Science

280 **MATHEMATICS**, general
281 Applied Mathematics
282 Statistics (mathematical and theoretical)

285 **PHYSICAL SCIENCE**, general
286 Astronomy
287 Chemistry
288 Earth Sciences
289 Geology
290 Oceanography
291 Physics

300 **COMMUNITY SERVICE**, general
301 Criminal Justice and Law Enforcement (police science, corrections, etc.)
302 Parks and Recreation Management
303 Public Administration
304 Social Work
305 Military

310 **SOCIAL SCIENCES**, general
311 Anthropology
312 Area Studies (American civilization, American studies, etc.)
Criminal Justice (see code 301)
313 Economics
314 Ethnic Studies (Asian studies, Black studies, Chicano studies, etc.)
315 Geography
316 History
317 International Relations
318 Law (prelaw)
319 Political Science
320 Psychology
321 Sociology

330 **TRADE, INDUSTRIAL, AND TECHNICAL**, general
331 Agricultural Mechanics and Technology
332 Air Conditioning, Refrigeration, and Heating Technology
333 Aeronautical and Aviation Technology
334 Appliance Repair
335 Automobile Body Repair
336 Automobile Mechanics
337 Business Machine Maintenance
338 Carpentry and Construction
339 Drafting/Engineering Graphics
340 Electricity and Electronics
341 Engineering Technology—Aeronautical
342 Engineering Technology—Automotive
343 Engineering Technology—Civil
344 Engineering Technology—Industrial/Manufacturing
345 Engineering Technology—Mechanical
346 Graphic Arts (printing, typesetting)
347 Heavy Equipment Operating
348 Dry Cleaning, Laundry, and Clothing Technology
349 Industrial Arts
350 Leatherworking (shoe repair, etc.)
351 Machinework (tool and die, etc.)
352 Masonry (brick, cement, stone, etc.)
353 Metalworking
354 Plumbing and Pipefitting
355 Radio/TV Repair
356 Small Engine Repair
357 Upholstering
358 Watch Repair and Other Instrument Maintenance and Repair
359 Welding
360 Woodworking (cabinetmaking, millwork)

370 **GENERAL STUDIES**

ALUMNI SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Do not mark more than ONE response per item unless you are instructed to do so.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number)

B AGE

- 20 or under
- 21 or 22
- 23 or 24
- 25 or 26
- 27 to 29
- 30 to 39
- 40 to 61
- 62 or over

C RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D HOW MANY YEARS HAS IT BEEN SINCE YOU GRADUATED FROM THIS COLLEGE? (To the Nearest Year)

- Less Than 1 Year
- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 to 9 Years
- 10 or More Years

E INDICATE THE HIGHEST DEGREE YOU NOW HOLD

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other

F INDICATE YOUR MAJOR AT THIS COLLEGE

Using the List of College Majors and Occupational Choices included with this questionnaire, find the 3-digit code for your college major, write it in the boxes above, and then blacken the appropriate oval in the column below each box.

G SEX

- Male
- Female

H WHAT WAS YOUR PRIMARY ENROLLMENT STATUS AT THIS COLLEGE?

- Full-Time Student
- Part-Time Student

I WERE YOU MARRIED AT THE TIME YOU ATTENDED THIS COLLEGE?

- Yes
- No

J WHAT WAS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

K HOW MANY YEARS DID YOU ATTEND THIS COLLEGE (To the Nearest Year)

- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 or More Years

L WHERE DO YOU CURRENTLY LIVE?

- In the State in Which This College Is Located
- In Another State or Country

M DO YOU PLAN TO ATTEND THIS COLLEGE IN THE FUTURE?

- Yes
- Undecided
- No

SECTION II—CONTINUING EDUCATION

Complete this section **only** if you have continued your formal education since graduating from this college. If you have not, skip to Section III.

A WHAT IS THE MAJOR REASON YOU CONTINUED YOUR EDUCATION? (Mark Only ONE Oval)

- To Satisfy Job/Career Requirements
- To Learn a New Occupation
- To Increase Earning Power
- To Obtain or Maintain a License or Certification
- For General Self-Improvement
- Other

B MAJOR AREA OF STUDY SINCE GRADUATING FROM THIS COLLEGE

Use the List of College Majors and Occupational Choices to indicate your most recent area of study.

C HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR CONTINUING EDUCATION?

- Exceptionally Well
- More Than Adequately
- Adequately
- Less Than Adequately
- Very Poorly

D WHAT IS THE HIGHEST DEGREE YOU PLAN TO OBTAIN?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other
- I Do Not Plan to Obtain Another Degree

E HOW MANY CREDIT HOURS HAVE YOU EARNED SINCE GRADUATING FROM THIS COLLEGE?

- 10 or Fewer
- 11 to 20
- 21 to 30
- 31 to 40
- 41 to 50
- 51 to 60
- Over 60
- I Am Not Taking Courses for Credit

F WHAT HAS BEEN YOUR PRIMARY ENROLLMENT STATUS DURING YOUR CONTINUING EDUCATION?

- Full-Time Student
- Part-Time Student

PAGE 2 DO NOT TEAR OR STAPLE THIS FORM

SECTION III—COLLEGE EXPERIENCES

Please complete each of the following questions related to your education at this college.

A INDICATE YOUR RATING OF THIS COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION

- ○ It Was My First Choice
- ○ It Was My Second Choice
- ○ It Was My Third Choice
- ○ It Was My Fourth Choice or Lower

B IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?

- ○ Definitely Yes
- ○ Probably Yes
- ○ Uncertain
- ○ Probably No
- ○ Definitely No

C IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO GRADUATE WITH THE SAME MAJOR?

- ○ Definitely Yes
- ○ Probably Yes
- ○ Uncertain
- ○ Probably No
- ○ Definitely No

D HOW WOULD YOU COMPARE THE QUALITY OF EDUCATION PROVIDED AT THIS COLLEGE WITH THAT OF OTHER COLLEGES?

- ○ Better
- ○ About the Same
- ○ Worse
- ○ Unable to Judge

E REGARDLESS OF THE FINANCIAL BENEFITS, HAS YOUR COLLEGE EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?

- ○ Definitely Yes
- ○ Probably Yes
- ○ Uncertain
- ○ Probably No
- ○ Definitely No

F WHAT WAS YOUR PRIMARY REASON FOR ATTENDING THIS COLLEGE? (Blacken Only ONE Oval)

- ○ Cost
- ○ Admissions Standards
- ○ Size
- ○ Social Atmosphere
- ○ Location
- ○ Type of Programs Available
- ○ Academic Reputation
- ○ Availability of Scholarship or Financial Aid
- ○ Advice of Parents or Relatives
- ○ Advice of High School Personnel
- ○ To Be with Friends
- ○ Other

G INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR COLLEGE EDUCATION

MAJOR SOURCE	MINOR SOURCE	NOT A SOURCE	
○	○	○	Parents or Relatives
○	○	○	Personal Savings
○	○	○	Summer Employment
○	○	○	Employment at College
○	○	○	Spouse
○	○	○	VA Benefits
○	○	○	Social Security Benefits
○	○	○	Student Loans (NDSL, etc.)
○	○	○	Scholarships
○	○	○	Educational Grants (BEOG, SEOG, etc.)

H RATE EACH OF THE FOLLOWING ALUMNI ASSOCIATION PROGRAMS AND SERVICES AT THIS COLLEGE

VERY GOOD	FAIR	POOR	NO OPINION	DOES NOT APPLY	
○	○	○	○	○	Publications
○	○	○	○	○	Homecoming Activities
○	○	○	○	○	Fund Raising Programs
○	○	○	○	○	Chapter Meetings
○	○	○	○	○	Tour Programs

I HOW MUCH DID YOUR EDUCATION AT THIS COLLEGE CONTRIBUTE TO YOUR PERSONAL GROWTH IN EACH OF THE FOLLOWING AREAS?

VERY MUCH	SOMEWHAT	VERY LITTLE	
○	○	○	1. Writing effectively
○	○	○	2. Speaking effectively
○	○	○	3. Understanding written information
○	○	○	4. Working independently
○	○	○	5. Managing personal/family finances
○	○	○	6. Learning on your own
○	○	○	7. Understanding graphic information
○	○	○	8. Using the library
○	○	○	9. Following directions
○	○	○	10. Understanding consumer issues
○	○	○	11. Caring for your own physical and mental health
○	○	○	12. Working cooperatively in a group
○	○	○	13. Organizing your time effectively
○	○	○	14. Recognizing your rights, responsibilities, and privileges as a citizen
○	○	○	15. Planning and carrying out projects
○	○	○	16. Understanding and applying mathematics in your daily activities
○	○	○	17. Understanding different philosophies and cultures
○	○	○	18. Persisting at difficult tasks
○	○	○	19. Defining and solving problems
○	○	○	20. Understanding the interaction of man and the environment
○	○	○	21. Leading/guiding others
○	○	○	22. Recognizing assumptions, and making logical inferences, and reaching correct conclusions
○	○	○	23. Understanding and appreciating the arts
○	○	○	24. Understanding and applying scientific principles and methods

SECTION IV—EMPLOYMENT HISTORY

Please respond to the following questions related to your employment since you graduated from this college. Complete **only** the parts of this section that apply to you.

PART A: TO BE COMPLETED BY ALL ALUMNI

A WHICH OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)

- ○ Employed Full Time
- ○ Employed Part Time
- ○ Self-Employed (Farm or Business Owner, etc.)
- ○ Serving in the Armed Forces
- ○ Continuing My Education
- ○ Employed and Continuing My Education
- ○ Caring for a Home/Family
- ○ Unemployed
- ○ Other

PART B: COMPLETE THE FOLLOWING QUESTIONS ONLY IF YOU HAVE EVER HELD A *FULL-TIME* JOB SINCE GRADUATING FROM THIS COLLEGE

B FROM WHICH SOURCE DID YOU LEARN ABOUT THE FIRST JOB YOU HELD AFTER GRADUATING FROM THIS COLLEGE? (Blacken Only ONE Oval)

- ○ College Placement Office
- ○ College Counselor/Adviser
- ○ Faculty at the College
- ○ Parent or Relative
- ○ Newspaper/Trade Publication
- ○ Professional Meeting
- ○ Another Student/Friend
- ○ Recruited by Employer
- ○ Public/Private Employment Agency
- ○ Other

C INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR PROBLEM, MINOR PROBLEM, OR NOT A PROBLEM IN OBTAINING YOUR FIRST JOB AFTER GRADUATION

MAJOR PROBLEM	MINOR PROBLEM	NOT A PROBLEM	
○	○	○	Deciding What I Wanted to Do
○	○	○	Knowing How to Find Job Openings
○	○	○	Scheduling Interviews
○	○	○	Writing a Resume, Vita, or Letter of Introduction
○	○	○	Finding a Job That Paid Enough
○	○	○	Completing Job Applications
○	○	○	Finding a Job for Which I Was Trained
○	○	○	Finding a Job Where I Wanted to Live
○	○	○	Finding the Kind of Job I Wanted
○	○	○	Race/Sex Discrimination

D WHAT WAS YOUR ANNUAL SALARY/INCOME IN THE FIRST JOB YOU HELD AFTER COLLEGE?

- ○ Less than $6,000
- ○ $6,000 to $8,999
- ○ $9,000 to $11,999
- ○ $12,000 to $14,999
- ○ $15,000 to $17,999
- ○ $18,000 to $20,999
- ○ $21,000 to $23,999
- ○ $24,000 to $26,999
- ○ $27,000 to $29,999
- ○ $30,000 to $39,999
- ○ $40,000 to $50,000
- ○ Over $50,000

PART B: CONTINUED

E HOW LONG DID IT TAKE YOU TO OBTAIN YOUR FIRST FULL-TIME JOB AFTER LEAVING THIS COLLEGE?

- ○ Obtained the Job Prior to Leaving College
- ○ Less Than One Month
- ○ 1 to 3 Months
- ○ 4 to 6 Months
- ○ 7 to 12 Months
- ○ Over 12 Months

F INDICATE THE NUMBER OF FULL-TIME JOBS YOU HAVE HELD SINCE LEAVING THIS COLLEGE

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5 or More

PART C: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY UNEMPLOYED*

G INDICATE THE PRIMARY REASON YOU ARE NOW UNEMPLOYED

- ○ Have Been Unable to Find a Full-Time Job Since College
- ○ Was Laid Off by Employer
- ○ Quit to Find Another Job
- ○ Health/Personal Reasons
- ○ Do Not Desire Employment at This Time
- ○ Other

H HOW LONG HAVE YOU ACTIVELY BEEN SEEKING EMPLOYMENT?

- ○ Not Seeking Employment
- ○ Less Than 1 Month
- ○ 1 to 3 Months
- ○ 4 to 6 Months
- ○ 7 to 12 Months
- ○ Over 12 Months

I HAVE YOU SOUGHT HELP FROM THIS COLLEGE'S PLACEMENT OFFICE?

- ○ Yes, It Has Been Helpful
- ○ Yes, but It Has Not Been Helpful
- ○ No

PART D: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY EMPLOYED*

J INDICATE YOUR CURRENT OCCUPATION

Use the List of College Majors and Occupational Choices to indicate your current occupation.

33

K WHAT IS YOUR CURRENT ANNUAL SALARY/INCOME?

- ○ Less than $6,000
- ○ $6,000 to $8,999
- ○ $9,000 to $11,999
- ○ $12,000 to $14,999
- ○ $15,000 to $17,999
- ○ $18,000 to $20,999
- ○ $21,000 to $23,999
- ○ $24,000 to $26,999
- ○ $27,000 to $29,999
- ○ $30,000 to $39,999
- ○ $40,000 to $50,000
- ○ Over $50,000

L HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR PRESENT OCCUPATION?

- ○ Very Well
- ○ Adequately
- ○ Poorly
- ○ Not at All

M HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO YOUR MAJOR AT THIS COLLEGE?

- ○ Highly Related
- ○ Moderately Related
- ○ Slightly Related
- ○ Not Related

N DO YOU FEEL YOU ARE CURRENTLY UNDEREMPLOYED?

- ○ Yes
- ○ No

O INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF YOUR PRESENT JOB

VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	
○	○	○	○	○	Challenge
○	○	○	○	○	Location
○	○	○	○	○	Salary and Benefits
○	○	○	○	○	Advancement Potential
○	○	○	○	○	Working Conditions
○	○	○	○	○	Career Potential

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MAKE NO STRAY MARKS ON THIS FORM

SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

SECTION VI—MAILING ADDRESSES

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

First Name MI Maiden Name Last Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT YOUR CURRENT BUSINESS ADDRESS ON THE LINES PROVIDED BELOW.

Name of Organization

Street Address/P.O. Box

City

State Zip Code

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.